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ABSTRACT

Questionnaires were sent to 337 transfer graduates from Moraine Valley Community College (MVCC) to solicit information on their perceptions of MVCC strengths and weaknesses, the most and least effective instructional methods, principal activities since graduating, reasons for not initially attending a four-year college, suggestions for improving MVCC educational experience, transfer institutions and performance at them, congruency between major study areas at MVCC and transfer institutions, admission problems and transferability of MVCC credit courses, and adjustment problems at four-year colleges. The response rate, which included 141 returned questionnaires and an additional 60 students contacted by telephone, was 60%. Transfer graduates rated "faculty--staff availability" as highest among MVCC aspects and "team teaching" the most effective method of instruction. Of graduates, 76% were attending four-year institutions, over 10% expressed no definite career goals, and 63% were working either full- or part-time. The majority transferred to institutions within Illinois. Approximately 75% were majoring in the same or a related field as at MVCC. Grade point averages were lower after the first semester at the transfer colleges than they had been at MVCC. (TR)

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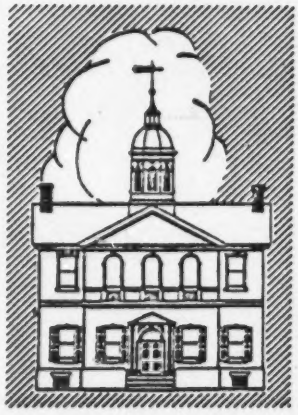
FOLLOW-UP OF JUNE 1976 TRANSFER GRADUATES



Office of Research and Evaluation

MORAINE VALLEY COMMUNITY COLLEGE
10900 S. 88th AVENUE
PALOS HILLS, ILLINOIS 60465

OCTOBER 1977

JC 780 327

Preface

This report has been conducted by the Office of Research and Evaluation and is the seventh report on students whose educational goal was to transfer to a senior institution.

Sincere appreciation is expressed to Sharon Teason who typed the report and to Pat Oakes and Bob DeCaprio who prepared the graphics.

Mary Kathryne Baratta
October 1977

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I. Objectives

After each yearly graduation a questionnaire is mailed to graduates of the transfer curriculum. This survey was designed to determine the characteristics and opinions of the 1976 transfer graduates.

Specific objectives which guided the investigation were to determine:

- The transfer graduates' perceptions of MVCC strengths and weaknesses.
- The most and least effective instructional methods for 1976 transfer graduates.
- The students' principal activities since graduating from MVCC.
- The reasons graduates' did not attend four-year colleges.
- Suggestions for improvement of the MVCC educational experience.
- Colleges to which MVCC graduates transfer.
- Student performance at transfer institutions.
- The congruency between the MVCC major area of study and the major area of study at the transfer institution.
- Admission problems and transferability of MVCC course credits.
- Student adjustment problems at a four-year college.
- The students' likes and dislikes about their educational experience.

II. Procedures

A survey of A.S. and A.A. students who graduated during the 1975-76 academic year was conducted. Three hundred thirty-seven graduates were identified for the study. A questionnaire, cover letter and a business reply envelope was mailed to each graduate. Except for transfer graduates who could not be located because of address changes, a second mailing was sent to all non-respondents. After two mailings, 42% or 141 graduates returned their questionnaire.

To establish the reliability of study results and to obtain population data on the transfer graduates, a telephone survey was conducted of the non-respondents. An abbreviated version of the transfer graduate questionnaire was used to elicit the transfer graduates' responses to: present educational status, why the student was not attending a four-year institution, an evaluation of five MVCC aspects, the name of the transfer institution, the major area of study at the transfer institution, the grade-point average at the transfer institution, which MVCC courses did not transfer and adjustment problems at the transfer institution.

Sixty or 18% of the transfer graduates were contacted by telephone. A total of 201 of the 337 transfer graduates or 60% supplied MVCC with information.

The distribution of reasons for respondents and nonrespondents was similar. The study results can be considered characteristic of all 1976 transfer graduates.

III. Evaluation of MVCC Aspects

Figure 1 displays the 1975 and 1976 transfer graduates' mean responses to various MVCC aspects.

Although there are minor variations in the average rating of each MVCC aspect, results of the 1975 and 1976 transfer graduate evaluation show that, in general, MVCC still maintains a Good rating.

The range of ratings for MVCC aspects was from 2.0, Fair to 3.3, Good-Excellent. "College food services" received a rating of 2.0. "Faculty-staff availability" received the 3.3 rating.

For the 26 aspects that are comparable for 1975 and 1976, three ratings went up in value, 19 remained the same in value and four ratings were lower in value; see Table 1. Higher ratings were achieved in 1976 for "Clubs and organizations," "Open classroom concept" and "Subdivision concept." Rating values were maintained from 1975 to 1976 for the following MVCC aspects: "Personal counseling with counselors," "Career exploration with counselors," "Recreational activities," "Financial Aid services," "Job Placement services," "Career conferences," "Registration process," "Scheduling of classes," "Variety of course offerings," "Course content," "Faculty-staff availability," "Bookstore services," "College food services," "Learning Laboratory," "Library services," "Study Skills Center," "Business/Accounting office," "Preventive health information seminars" and "Safety and Security services." The ratings were lower in value in 1976 for "Educational planning with counseling staff," "Special cultural events," "Orientation program" and "Faculty quality."

IV. Evaluation of Instructional Methods

Based on their MVCC experience, transfer graduates were asked to evaluate the methods of instruction used at MVCC; Figure 2 displays this data.

The range of ratings for instructional methods was from 2.8 to 3.4. "Seminar or discussion groups," "Audio-tutorial" and "Spontaneous writing" were rated 2.8. "Team teaching" was rated 3.4. With the exception of "Team teaching" which was rated Effective-Highly Effective, all other modes of instruction were rated Effective.

The modes of instruction that transfer graduates were exposed to most were "Dissemination," "Seminar or discussion groups," "Laboratory," "Individual performance" and "Problem-solving."

Figure I

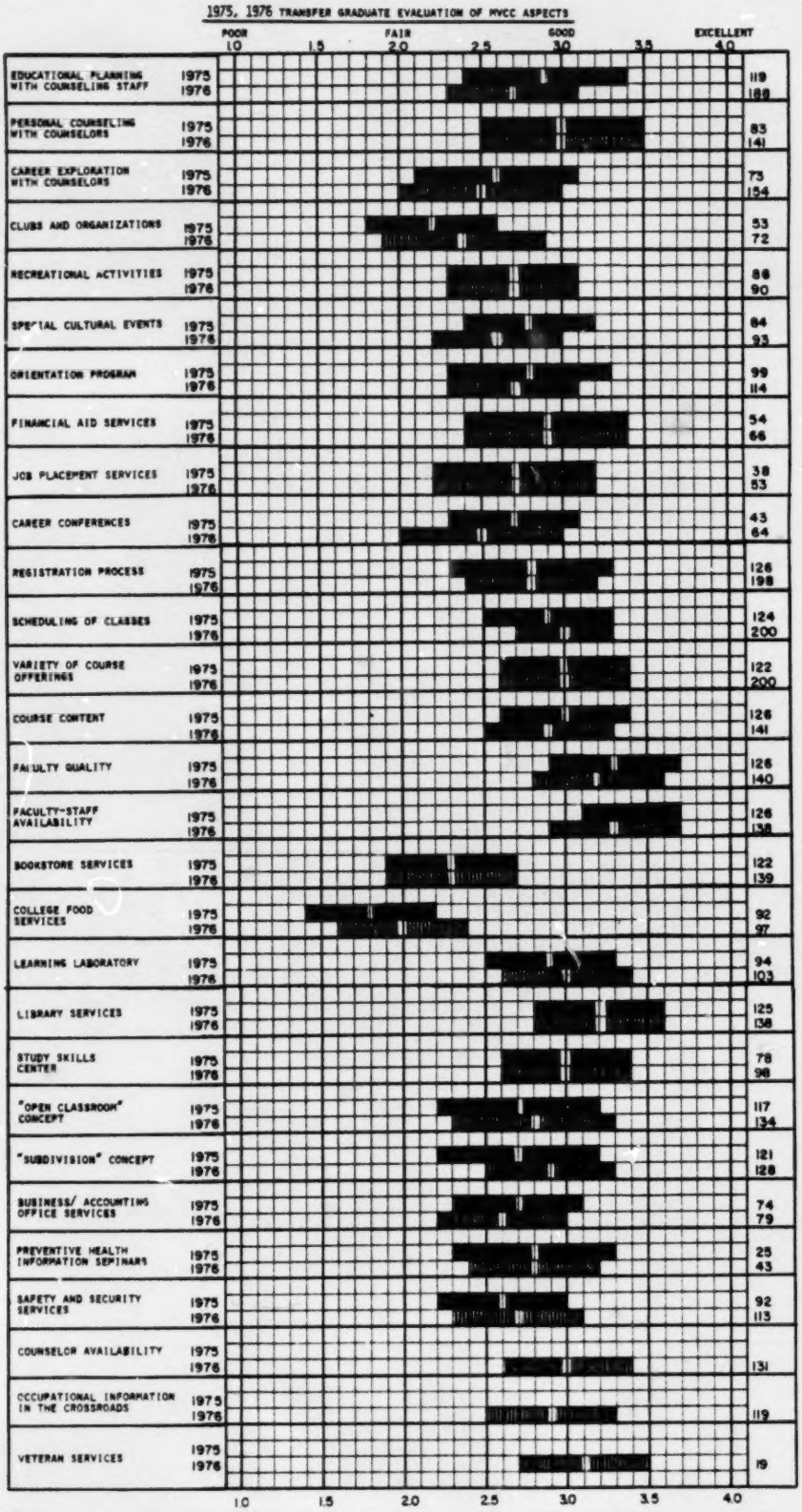

1975, 1976 TRANSFER GRADUATE EVALUATION OF MVCC ASPECTS
POOR
FAIR
GOOD
EXCELLENT
1.0
1.5
2.0
2.5
3.0
3.5
4.0
EDUCATIONAL PLANNING WITH COUNSELING STAFF 1975 1976 119 188
PERSONAL COUNSELING WITH COUNSELORS 1975 1976 83 141
CAREER EXPLORATION WITH COUNSELORS 1975 1976 73 154
CLUBS AND ORGANIZATIONS 1975 1976 53 72
RECREATIONAL ACTIVITIES 1975 1976 88 90
SPECIAL CULTURAL EVENTS 1975 1976 84 93
ORIENTATION PROGRAM 1975 1976 99 114
FINANCIAL AID SERVICES 1975 1976 54 66
JOB PLACEMENT SERVICES 1975 1976 38 53
CAREER CONFERENCES 1975 1976 43 64
REGISTRATION PROCESS 1975 1976 126 198
SCHEDULING OF CLASSES 1975 1976 124 200
VARIETY OF COURSE OFFERINGS 1975 1976 122 200
COURSE CONTENT 1975 1976 126 141
FACULTY QUALITY 1975 1976 126 140
FACULTY-STAFF AVAILABILITY 1975 1976 126 138
BOOKSTORE SERVICES 1975 1976 122 139
COLLEGE FOOD SERVICES 1975 1976 92 97
LEARNING LABORATORY 1975 1976 94 103
LIBRARY SERVICES 1975 1976 125 138
STUDY SKILLS CENTER 1975 1976 78 98
"OPEN CLASSROOM" CONCEPT 1975 1976 117 134
"SUBDIVISION" CONCEPT 1975 1976 121 128
BUSINESS/ ACCOUNTING OFFICE SERVICES 1975 1976 74 79
PREVENTIVE HEALTH INFORMATION SEMINARS 1975 1976 25 43
SAFETY AND SECURITY SERVICES 1975 1976 92 113
COUNSELOR AVAILABILITY 1975 1976 131
OCCUPATIONAL INFORMATION IN THE CROSSROADS 1975 1976 119
VETERAN SERVICES 1975 1976 19
1.0
1.5
2.0
2.5
3.0
3.5
4.0

Table 1

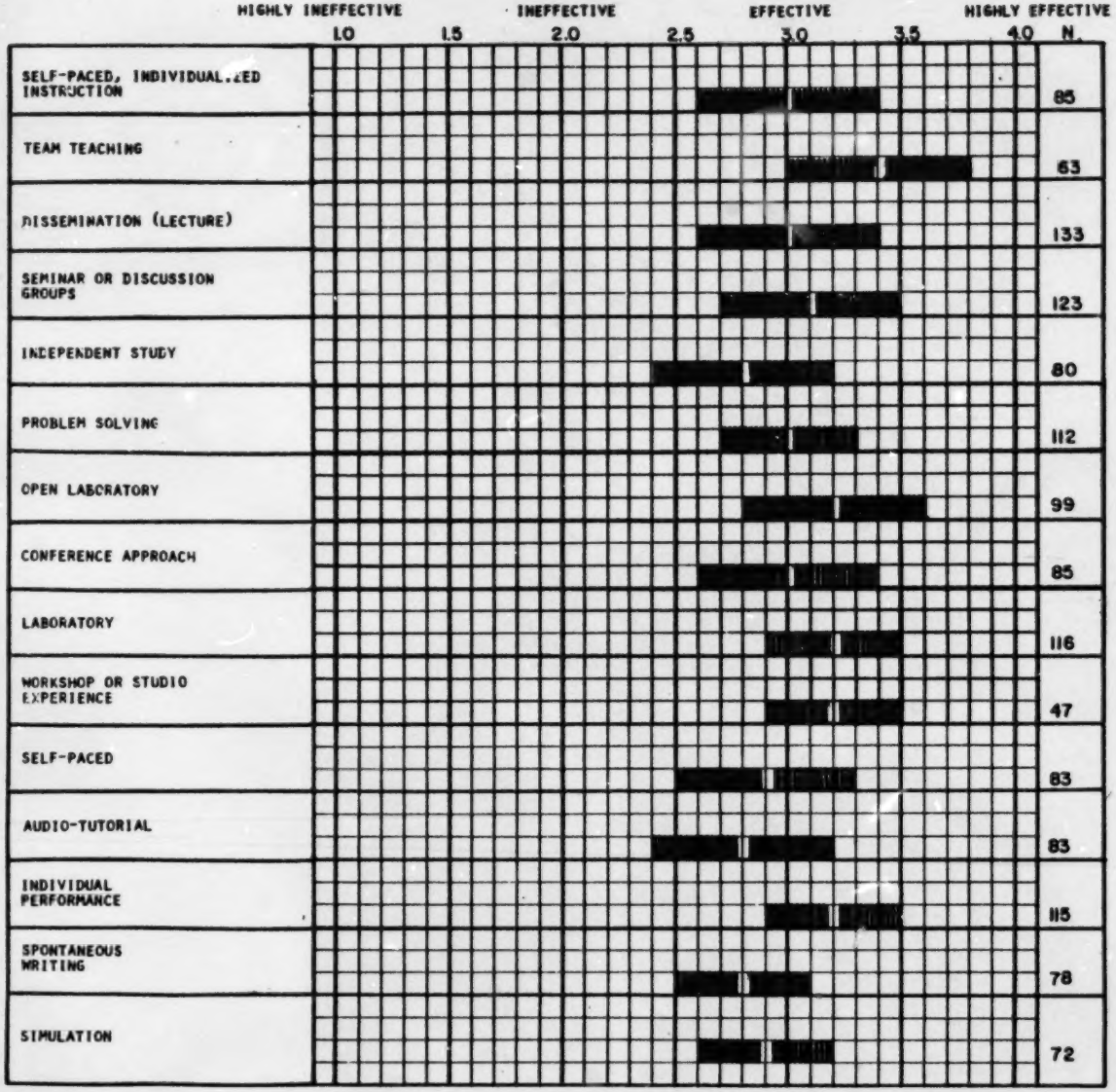
1976 Transfer Evaluation of MVCC Aspects

MVCC Aspect	1975	1976	MVCC Aspect	1975	1976
Educational planning with counseling staff	G	F-G	Faculty quality	G-E	G
Personal counseling with counselors	G	G	Faculty-staff availability	G-E	G-E
Career exploration with counselors	F-G	F-G	Bookstore services	F-G	F-G
Clubs and organizations	F	F-G	College food services	F	F
Recreational activities	F-G	F-G	Learning Laboratory	G	G
Special cultural events	G	F-G	Library services	G	G
Orientation program	G	F-G	Study Skills Center	G	G
Financial Aid services	G	G	"Open classroom" concept	F-G	G
Job Placement services	F-G	F-G	"Subdivision" concept	F-G	G
Career conferences	F-G	F-G	Business/Accounting Office services	F-G	F-G
Registration process	G	G	Preventive Health Information Seminars	G	G
Scheduling of classes	G	G	Safety and Security services	F-G	F-G
Variety of course offerings	G	G	Counselor availability	-	G
Course content	G	G	Occupational information in the crossroads	-	G
			Veteran services	-	G

Key: E = Excellent
G = Good
F = Fair

Figure 2

1976 TRANSFER GRADUATE EVALUATION OF INSTRUCTIONAL METHODS



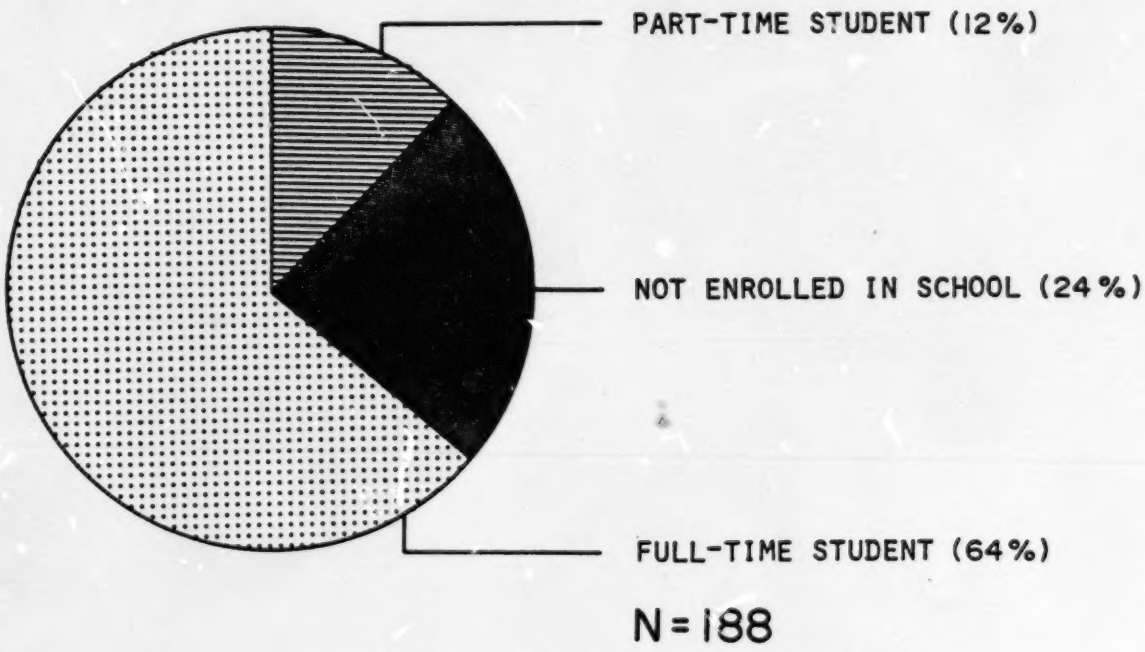
V. Present Activities

A. Educational Status

Figure 3 displays the present educational status of 1976 transfer graduates. Seventy-six percent of the respondents were continuing their education either full- or part-time. This percentage is lower than last years' 81%.

Figure 3

Present Educational Status of 1976 Transfer Graduates



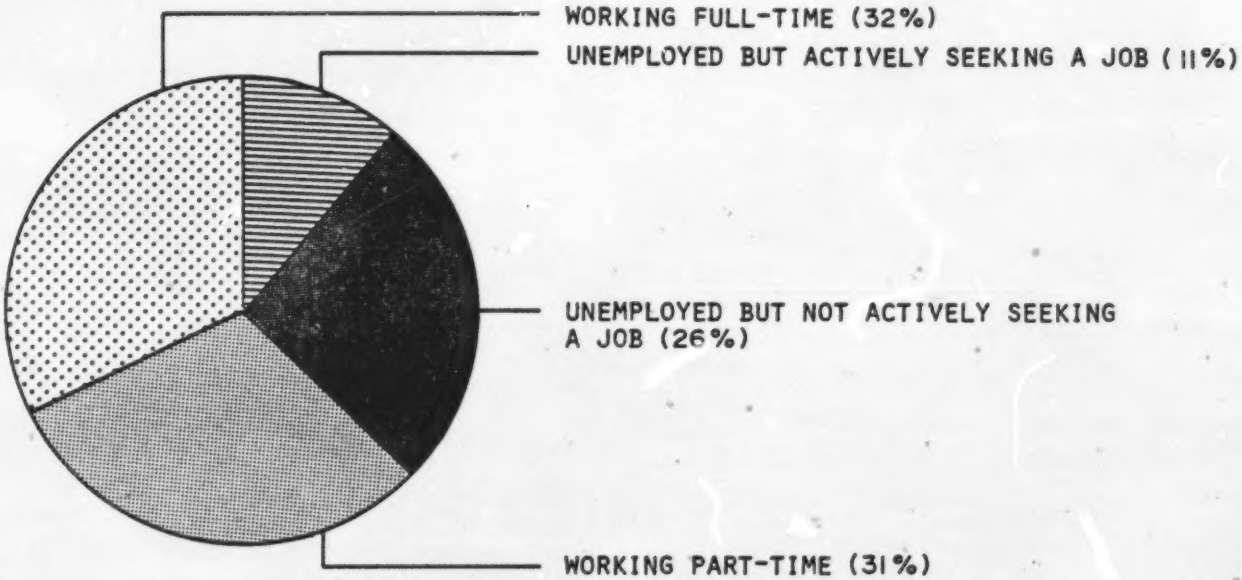
Students were asked to state why they were not primarily enrolled in a four-year college or university. The reason cited most often was that the students were employed in full-time jobs. One of every four students cited that they were financially unable to attend college. One of every nine students stated that they had no definite career goals. Other reasons cited were age, illness, commuting distance to a four-year college, personal problems and a change in career goal.

B. Employment Status

Figure 4 displays the employment status of the 1976 June transfer graduates. Sixty-three percent of the respondents were working either full- or part-time. This percentage was similar to last years figure.

Figure 4

Present Employment Status of 1976 Transfer Graduates


WORKING FULL-TIME (32%)
UNEMPLOYED BUT ACTIVELY SEEKING A JOB (11%)
UNEMPLOYED BUT NOT ACTIVELY SEEKING A JOB (26%)
WORKING PART-TIME (31%)
N=135

Five percent of those transfer graduates who are enrolled full-time in an educational institution are also employed full-time.

Sixty-two percent of the transfer graduates enrolled in an educational institution part-time are holding full-time jobs.

Seventy-six percent of those transfer graduates who are not enrolled in an educational institution are employed full-time, nine percent are working part-time, nine percent are unemployed and actively seeking work and six percent are unemployed but not seeking work.

VI. Educational Experience

Graduates were given the opportunity to indicate ways in which their MVCC educational experience could have been improved. Responses have been placed in the five categories listed below. Quotes reflecting each category, follow the category.

A. Curriculum (N = 25)

- More relevant concepts and application in the Algebra, Trigonometry, Biology and Chemistry departments. (5)

- Active involvement in Learning Modules.
- More course relationship to a continuing education at a four-year college. (5)
- An established transfer program with IIT as with Champaign/Urbana so no courses would be wasted.
- A better selection of computer classes.
- More classes concerned with my major. (3)
- Classes that were taught like the IET course.
- Less lecture, more concrete experience.
- A more difficult curriculum, MVCC was in my opinion "mickey mouse" compared to the university I now attend. (3)
- More emphasis on attending class.
- More courses in animals or agriculture.
- More equipment in labs especially welding.
- Teach Italian.

B. Counseling Services (N = 20)

- A counselor who was competent in a specialized field and biology.
- More and better counseling.
- Better orientation to begin with.
- Better knowledge of what was required at continuing schools. (5)
- Better counseling and career information available. (4)
- More help as far as choosing a major. I had trouble finding someone to help me decide what to take after my major was decided.
- A career placement program.
- More emphasis on careers and development of study habits.
- A chance to talk to more than one counselor instead of being more or less assigned to a counselor.
- More emphasis on career exploration, more career-oriented programs should be offered, counselors needed who deal with career orientation only. (4)

C. Faculty (N = 7)

- The teachers didn't really make a student work for a grade they just give A's too freely. (2)
- A few incompetent teachers eliminated.
- A more disciplined atmosphere in the classrooms. Some teachers were too lenient.
- A better quality of instruction. The instructor was a "regular guy" but a poor instructor. I wanted a good instructor and was not particularly interested in "nice guys."
- Better teachers in some areas such as Data Processing and Political Science.
- Better instruction in the business courses.

D. Student Activities (N = 7)

- More extra-curricular activities. (4)
- Better student body cohesiveness. I never felt a part of the school because I was just going to school and coming home all the time.
- More organizational and leadership abilities required of student leaders.
- Better facilities, more clubs and an athletic program.

E. Job Placement (N = 1)

- More job placement services and experience.

The category with the largest number of responses was curriculum (42%). Counseling had 33% of the total 60 suggestions.

VII. Present College Information

Sixty-nine percent of the respondents attend a public college or university. Ninety-six percent of MVCC transfer graduates enroll in colleges located within Illinois. Table 2 displays the number of students attending public and private colleges. More MVCC graduates attended private colleges in 1976 than in 1975.

Listed in Table 3 are the institutions which the transfer graduates indicated they were attending. Northern Illinois University, Illinois State University, Southern Illinois University, Governors State University and Lewis University were among the schools who enrolled the largest percentage of MVCC transfer graduates last year.

Table 2

Type of Transfer Institution

	In-State	Out-of-State	Number	Percent
Public	103	4	107	69%
Private	47	2	49	31
TOTAL	150	6	156	
PERCENT	96%	4%		100%

A. Academic Standing

Graduates were asked to report their cumulative grade-point average at their transfer institution. A statistical analysis (t-test for correlated means) revealed significant differences between A.A. graduates' MVCC cumulative grade-point average and their average at their transfer institution (see Table 4). This indicates that MVCC A.A. transfer graduates do not maintain their MVCC grade-point average at their transfer institution; the mean G.P.A. at the transfer institution is lower in value.

The correlation between the grade-point average attained at MVCC and the respective transfer institution was moderately positive (.53). This indicates that if a student in an A.A. program of study attained a high G.P.A. at MVCC he/she would be likely to attain a high G.P.A. at his/her transfer institution.

A t-test revealed significant differences between the A.S. graduates' MVCC cumulative grade-point average and their average at their transfer institution (see Table 5). This indicates that the MVCC transfer A.S. graduate, in general, does not maintain their MVCC grade-point average at his/her transfer institution; their G.P.A. at the transfer institution is lower in value.

The correlation between the grade-point average attained at MVCC and at their respective transfer institution was slightly positive.

B. Transfer Major

Transfer graduates were asked to state their current major and their MVCC major, see Figure 5. Seventy-seven percent or 116 MVCC graduates were majoring in the same field or a related field at their transfer institution. Last year 82% were majoring in the same field or a related field at their transfer institution.

Table 3
Transfer Institutions

Transfer Institution	Number of Students
Northern Illinois University	28
Illinois State University	18
Southern Illinois University	13
Governors State University	12
Lewis University	11
Western Illinois University	9
St. Xavier College	8
University of Illinois (Chicago Circle)	8
University of Illinois (Champaign/Urbana)	6
Chicago State University	4
DePaul University	4
Loyola University	4
George Williams College	4
Illinois Institute of Technology	3
Trinity College	3
Arizona State University	2
Bradley University	2
Eastern Illinois University	2
Purdue University (Calumet)	2
Augustana College	1
Concordia Teachers College	1
DeVry Technical College	1
Mundelein College	1
National College of Education	1
North Central	1
Northeastern Illinois University	1
Northwestern University	1
Olivet Nazarene College	1
Rosary College	1
Worsham College	1
TOTAL	154

Table 4

A.A. Transfer Graduates' G.P.A.

Institution	Mean G.P.A.	s.d.	t	r
MVCC	3.124	0.511	2.557*	.53
Transfer College	3.002	0.458		
N = 99				

* Significant at the 0.05 level.

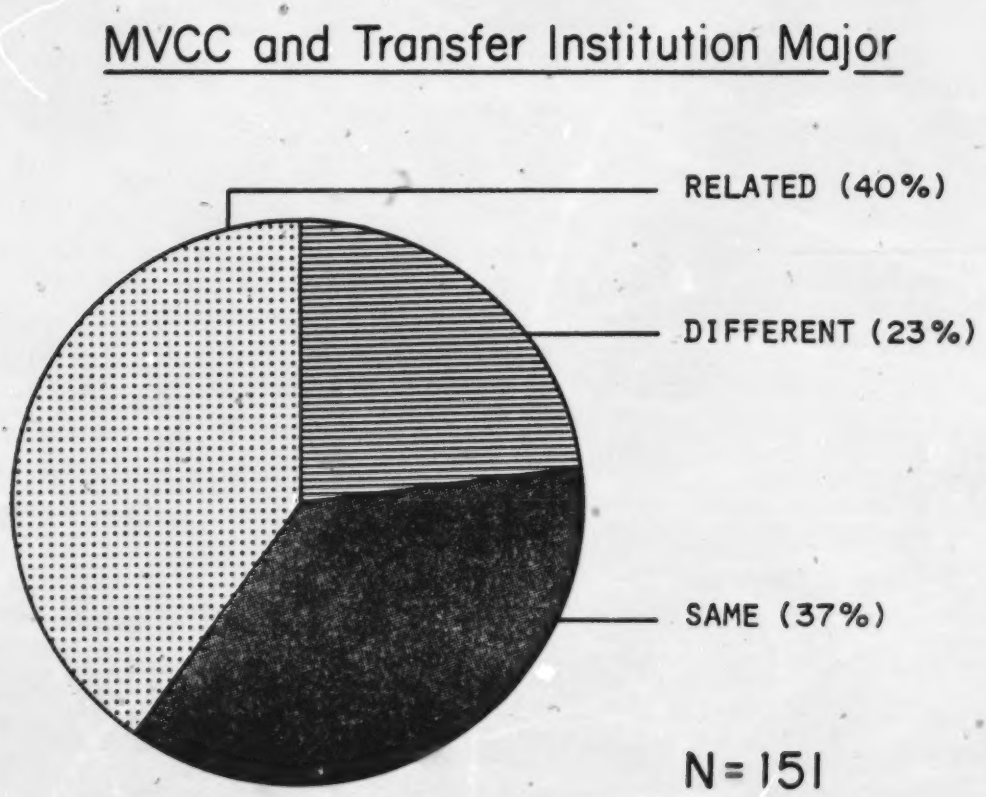
Table 5

A.S. Transfer Graduates' G.P.A.

Institution	Mean G.P.A.	s.d.	t	r
MVCC	3.350	0.363	2.994*	.39
Transfer College	3.101	0.493		
N = 34				

* Significant at the 0.05 level.

Figure 5



VIII. Transfer of MVCC Credit

Table 6 displays the number of individuals that received full transfer credit for MVCC studies. Ninety-eight MVCC graduates (69%), had all of their credit hours transferred. However, only 22 of the 45 MVCC graduates (49%) who did not earn credit remained in a field identical to their MVCC major.

Table 6

Transfer of MVCC Credit

Number of Students Receiving	Number	Percent
Full Credit	98	69%
Part Credit	45	31
TOTAL	143	100%

Forty-five students reported 32 different courses were not accepted at their transfer institution. Generally, non-transferable courses were either developmental courses, were irrelevant to the students' major at his/her four-year institution or were excluded in the transfer of credit because the student exceeded the number of credit hours allowed for transfer. Table 7 presents a summary of the non-transferable courses.

Reasons for not accepting credit, fall into the following categories:

- The course was not thorough enough. (7 students)
- The graduate was not informed of the reason for non-acceptance. (12 students)
- The course did not apply to the degree sought. (5 students)
- The particular MVCC course was not equivalent to a similar course at the transfer institution. (5 students)
- Too many transfer credits. (8 students)

Table 7

MVCC Courses That Were Not Transferable

Institution	Course	Reason for Rejection
Arizona State University	MTH 138--Probability & Statistics.	?
Augustana	MTH 140--Elementary Functions.	Too many courses.
Chicago State University	COM 111--Technical Communications I.	Technical course.
	CCA 101--Introduction to Child Care.	?
	CCA 102--Child Care Operations I.	?
	CCA 104--Principles of Child Care.	?
DePaul University	BUS 100--Introduction to Business.	?
	BUS 120--Business Mathematics.	DePaul has a harder course.
	ANT 201--Introduction to Physical Anthropology and Archeology.	?
Governors State University	Accounting	"D" grade.
Illinois Institute of Technology	Communications courses.	Too many.
	MTH 150--Analytic Geometry & Calculus I.	"D" grade.
	MTH 210--Linear Algebra.	Not enough depth.
	MTH 152--Analytic Geometry & Calculus III.	Not enough depth.
	MTH 201--Differential Equations.	Not enough depth.
	HIS 202--American History II.	Too many.
	LIT 213--American Literature I.	Too many.
	BUS 100--Introduction to Business.	Not applicable to curriculum.
Illinois State University	MTH 110--Fundamentals of Mathematics.	Too elementary.
	MTH 138--Probability & Statistics.	Too elementary.
	COM 111--Technical Communications I.	Technical course.
	PMT courses.	No similar courses.
Lewis University	BUS 101--Typing I.	?
Loyola University	SPA 201--Spanish III.	Too many hours.
	GEO 101--Cultural Geography.	Too many hours.
	MTH 114--Intermediate Algebra.	Too many hours.
	Dental Assisting.	Technical program.
Mundelien	--	"D" grades and CLEP tests less than 50%.
North Central	Recreation courses.	
Northern Illinois University	HSC	Technical courses.
	Mathematics and Accounting.	Had to take proficiency test.
	EET 203--Electronic Devices and Circuits II.	Not enough depth.
	EET 205--Design and Fabrication I.	Not enough depth.
	EET 210--Design and Fabrication II.	Not enough depth.
	DPR course.	?
	PSY 100--Human Potentials.	?

Institution	Course	Reason for Rejection
Northwestern University	Human Sexuality Seminar.	?
Purdue University	HUM 101--Introduction to Humanities I.	General credit only.
	CLEP exams.	
St. Xavier College	COM.	Technical courses.
	PSY 100--Human Potentials.	?
	099's.	Not college level.
Southern Illinois University	MTH 099--Developmental Mathematics.	Too elementary
	MTH 110--Fundamentals of Mathematics.	?
Western Illinois University	Humanities.	Do not correspond to their qualifications.
	PSY 100--Human Potentials.	No similar course.
	PER 191--Modern Creative Dance.	No similar course.
	PER 105--Bowling.	"D" grade.
	English.	"D" grade.
University of Illinois (Chicago Circle)	Math courses.	College of Business accepts only Calculus.
	Medical Records courses.	No similar program.
(Champaign/Urbana)	PER courses.	Too many.

IX. Adjustment Problems at Transfer Institutions

Transfer graduates were asked to rate a number of possible problems in adjusting to a four-year college. Figure 6 presents the 1975 and 1976 transfer graduate evaluation of adjustment problems.

The range of ratings was from 2.2 to 2.7. "Financial responsibilities" was rated 2.2. "Maintaining personal goals" received a rating of 2.7. Comparing 1975 ratings with 1976 ratings indicates nine aspects of adjustment that were higher in value for 1976 than for 1975 and one rating value that remained the same in value from 1975 to 1976. "Relationship with other students" maintained its 1975 rating in 1976. "Meeting scholastic standards," "Instructor-student relationship," "Meeting student competition," "Taking examinations," "Obtaining counseling services," "Amount of preparation for class," "Financial responsibilities," "Maintaining personal goals" and "Study habits" were higher in value in 1976.

Table 8 presents the evaluation of adjustment problems by transfer graduates.

Figure 6

1975, 1976 TRANSFER GRADUATE EVALUATION OF ADJUSTMENT PROBLEMS

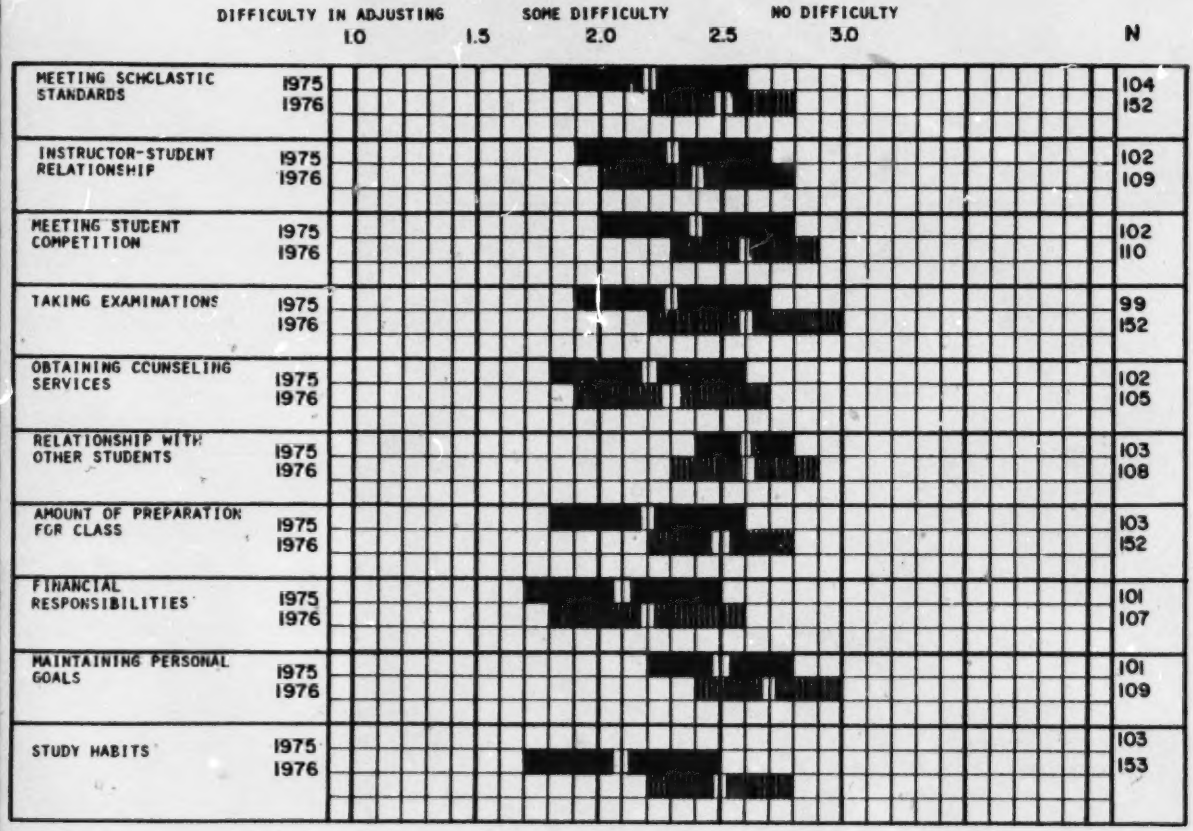


Table 8

1975, 1976 Transfer Graduate Evaluation of Adjustment Problems

Adjustment Problem	1975	1976
Meeting scholastic standards	Some Difficulty	No Difficulty
Instructor-student relationship	Some Difficulty	Some Difficulty
Meeting student competition	No Difficulty	No Difficulty
Taking examinations	Some Difficulty	No Difficulty
Obtaining counseling services	Some Difficulty	Some Difficulty
Relationship with other students	No Difficulty	No Difficulty
Amount of preparation for class	Some Difficulty	No Difficulty
Financial responsibilities	Some Difficulty	Some Difficulty
Maintaining personal goals	No Difficulty	No Difficulty
Study habits	Some Difficulty	No Difficulty

Students had no difficulty adjusting to "Meeting scholastic standards," "Meeting student competition," "Taking examinations," "Relationship with other students," "Amount of preparation for class," "Maintaining personal goals" and "Study habits." The three problems that presented some difficulty were "Instructor-student relationship," "Obtaining counseling services" and "Financial responsibilities."

X. Likes and Dislikes About MVCC and Transfer Institution

A. MVCC Likes and Dislikes

Figure 7 displays the MVCC aspects that 1976 transfer graduates rated highest. The quality that students liked most about MVCC was the "Instructor-student relationship," (37%). This item was rated similarly last year.

The category "Other aspects liked about MVCC" included the following responses:

- Individual learning.
- Work load manageable.

- Variety and availability of evening classes.
- General Studies.
- The good background it gave me for other schools.
- Night program.

Figure 7

Liked Most About MVCC

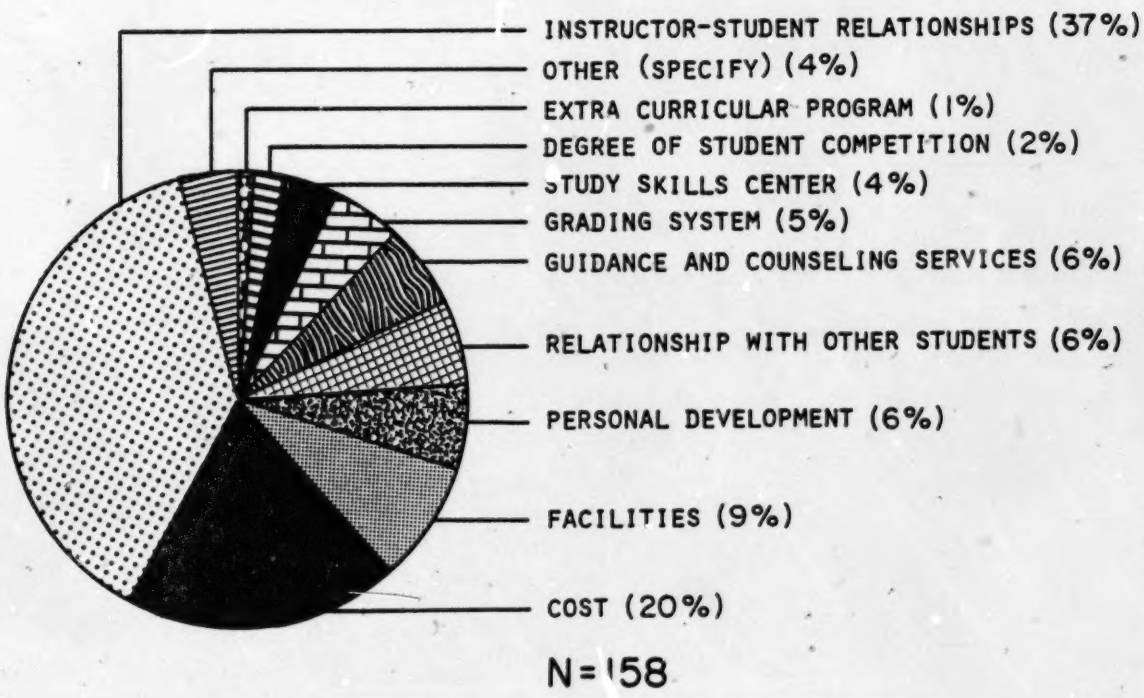


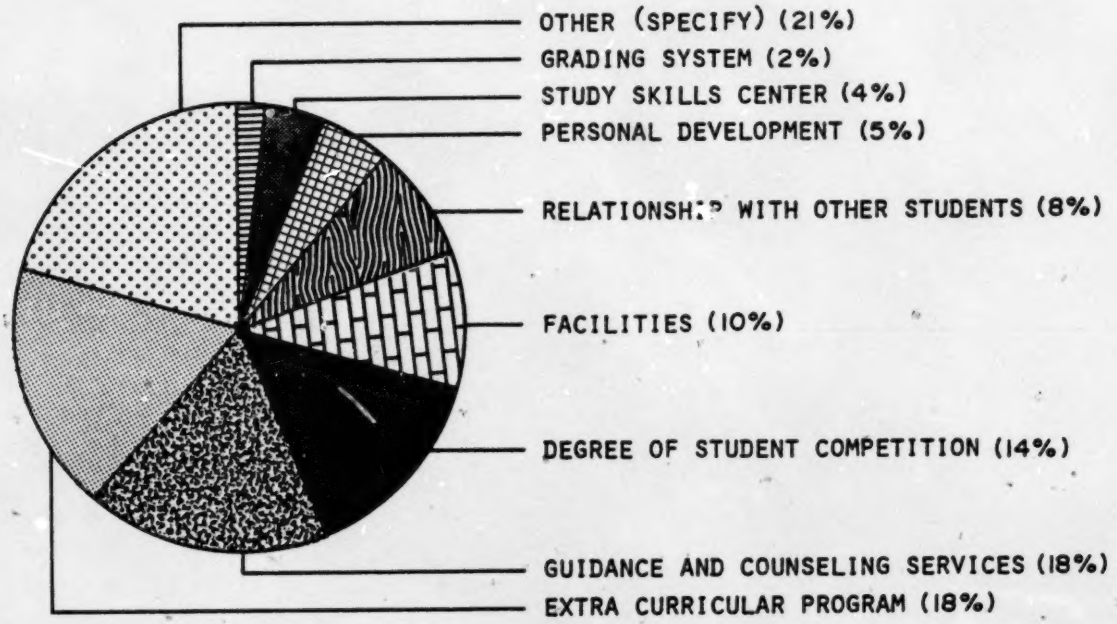
Figure 8 displays the MVCC aspects that 1976 transfer graduates liked least. The MVCC aspect least liked by the graduates was "Guidance and counseling services" and "Extra-curricular program," (18%).

The category marked "Other aspects least liked about MVCC" include the following responses:

- Lack of engineering courses.
- Job placement.
- Presentation of material.

Figure 8

Least Liked Aspects of MVCC



N=91

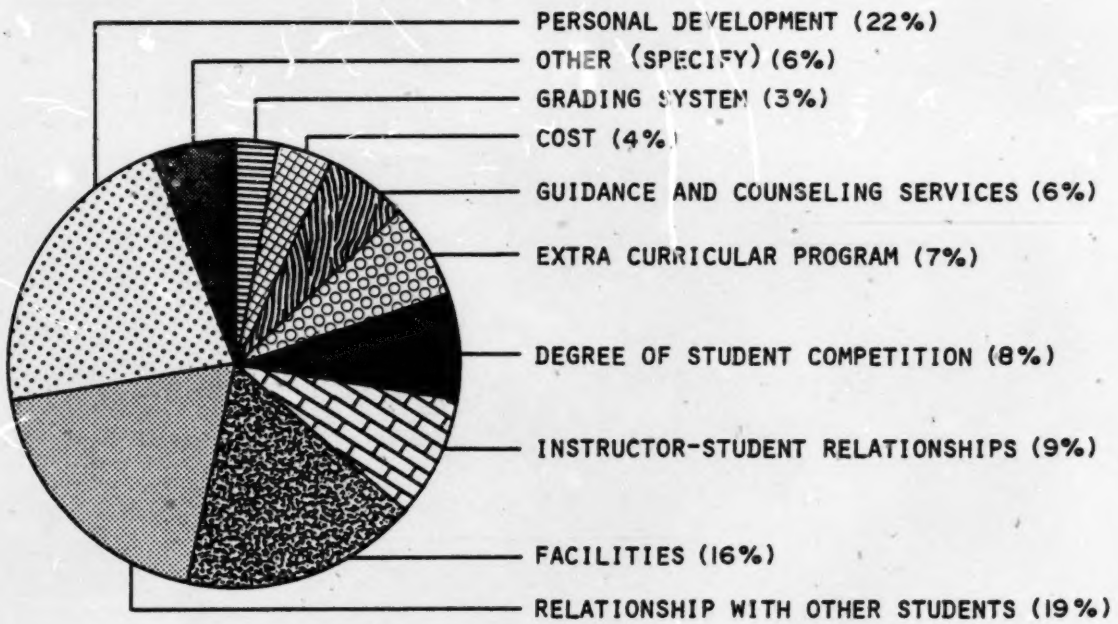
- Food services, should include a decent cafeteria. There are those who spend hours a day here and they need good food.
- No intercollegiate sports to join.
- The theft in the ceramics department.
- Difficulty in getting second-hand books.
- Parking.
- Semesters were too long.
- Teachers wasting class time.
- Bookstore.
- Quality of some teachers.
- Administrative performance.
- The Math department (and I like Math). I had two teachers in Math and didn't feel too great about either.
- Open room classes (too noisy) and individualized instruction.

B. Transfer School Likes and Dislikes

Figure 9 displays the aspects that 1976 transfer graduates liked most about their transfer school. The quality transfer graduates liked most at their four-year colleges is "Personal development."

Figure 9

Liked Most About Transfer School



N = 115

The category marked "Other aspects liked about the transfer institution" included the following:

- Developing an expertise in my field.
- Educational program.
- Religious courses.
- Open classroom--emphasis on learning from experiencing--not just textbooks.

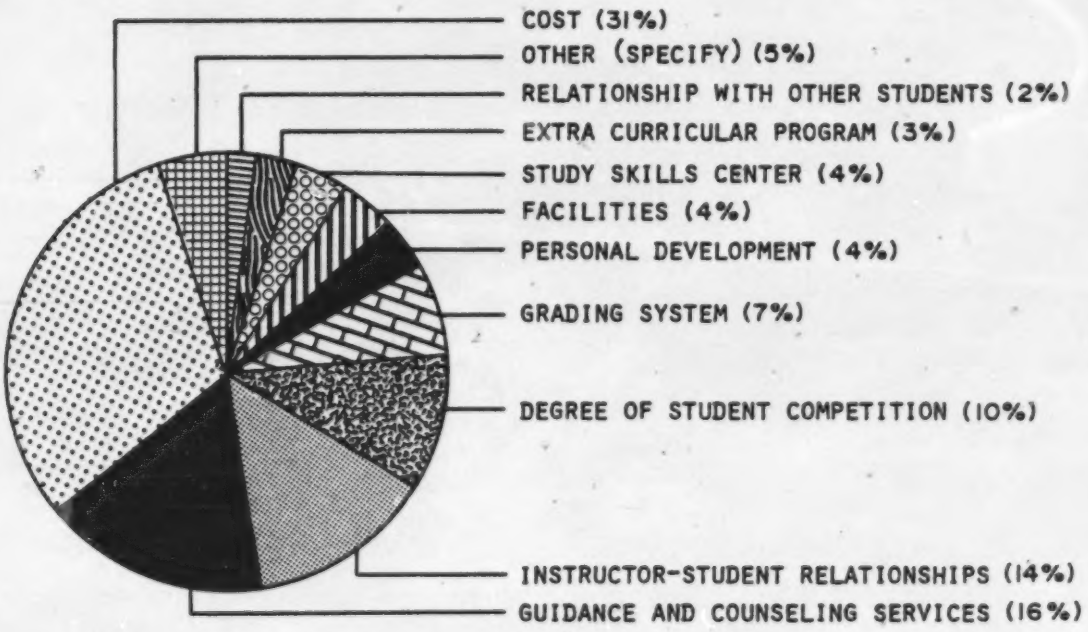
Figure 10 displays the aspects of transfer institutions that 1976 graduates least liked. The aspect least liked was "Cost."

The category marked "Other aspects least liked about transfer institutions" included the following:

- Variety and availability of evening classes.
- Teachers wasting class time.
- Parking.
- Rigid, structured atmosphere.

Figure 10

Least Liked Aspects of Transfer School



N=122

XI. Summary of Results

A. Evaluation of MVCC Aspects

1. Consistent with findings of previous transfer graduate follow-up studies, this group of former students rated "Faculty-staff availability," the highest of the MVCC aspects.
2. "College food services" received the lowest rating, Fair.

B. Evaluation of Instructional Methods

1. "Team teaching" was rated the most effective method of instruction. All other modes of instruction were rated Effective.

2. The modes of instruction that transfer graduates were exposed to most were "Dissemination," "Seminar or discussion groups," "Laboratory," "Individual performance" and "Problem-solving."

C. Present Activities

1. More than seven of every ten transfer graduates are attending a four-year institution.

2. One of every nine transfer graduates stated that they had no definite career goal.

3. Seventy-six percent of those transfer graduates who are not enrolled in an educational institution are employed full-time.

4. More than six of every ten transfer graduates are working either full- or part-time.

D. Educational Experience

1. The majority of the suggestions for improving MVCC centered around expansion and improvement of the curriculum and counseling services.

2. Suggestions for improvement also included the following aspects: faculty, student activities and job placement.

E. Present College Information

1. Consistent with last years findings, the majority of MVCC graduates, transfer to public institutions within Illinois.

2. Northern Illinois University, Illinois State University, Southern Illinois University, Governors State University and Lewis University were the colleges that enrolled the largest number of MVCC graduates.

3. After one semester at the transfer colleges, both A.A. and A.S. transfer students' G.P.A.'s were lower than their MVCC G.P.A.'s.

4. Three of every four transfer graduates were majoring in the same field or a related field at their transfer institution.

F. Transfer of MVCC Credit

1. Almost seven of every ten students reported no problems in transferring MVCC credit.

2. Generally, non-transferable courses were either developmental courses, were irrelevant to the students' major at his/her four-year institution or were excluded in the transfer of credit because the student exceeded the number of credit hours allowed for transfer.

G. Adjustment Problems at Transfer Institution

1. Adjustment problems experienced by graduates at their transfer institutions centered on "Instructor-student relationship," "Obtaining counseling services" and "Financial responsibilities."

H. Likes and Dislikes About MVCC and Transfer School

1. The aspect of MVCC which transfer graduates like most was "Instructor-student relationship." This item was rated similarly last year.

2. "Guidance and counseling services" and "Extra-curricular programs" were mentioned most often as the aspects which transfer graduates disliked about MVCC.

3. Graduates' favorable responses about their transfer institutions centered on "Personal development."

4. Unfavorable responses by graduates' about their transfer institutions tended to center on "Cost."

XII. Additional Comments

The following selection of unedited comments were made by the 1976 transfer graduates. They were selected to demonstrate the range of comments.

- *MVCC needs freshmen and sophomore engineering courses--a) status and dynamics (Phys.); b) a combined applied engineering math such as IIT Math 203 and c) Contemporary Physics. In the relaxed atmosphere at MVCC, I always had more ambition to get into a subject. Homework at IIT is heavy and individual problems are very time consuming. Tests are infrequent and count heavily. These factors made transferring hard.*

- *I feel as a two-year institution MVCC was excellent. I feel that I obtained a quality education while I was there. The teachers at MVCC were diverse and well qualified. I recommend MVCC to other people and always speak very highly of the school.*

- *I'm happy I started at a two-year institution. I was built up slowly but progressively for the less personal methods here. I would recommend a two-year institution to high school students or other vets. The teaching and counseling staff at MVCC seemed to genuinely care about me--it was the pinch I needed!*

- *MVCC was great, but they should try to prepare the students with more information on where they stand, where they're going, etc. What credits would be more advisable to take in that particular field, etc.*

- *My original major at MVCC was Math. However, because of the inadequate and incompetent counseling services at orientation, I was forced to drop that major and pick another. I am now starting all over in a Math department, completing courses, that with proper assistance at the time, I should have completed 6-1/2 years ago!*

- *The availability of teachers at MVCC is excellent. This allows the student to become more involved in the learning process.*

- *At MVCC it is hard to use some facilities if you are not going there, if you don't have a library or I.D. card, such as checking out books or attending open gym. This should be made available for all alumni.*

- *I really had a good two years at MVCC. Learned a lot and I was very well prepared to enter a four-year university as far as my studies went.*

- *I feel there is a great need for counselors who are specialized in their appropriate fields. The present counselors are offering advice about subject areas totally unknown to them.*

- *In order to make MVCC a more competitive institution and more preparative to the four-year institution, a drastic change upward in scholastic and study work and challenge must be affected. My self as a personal example lost over 1 point on a cumulative G.P.A. in my first semester at NIU, because my study habits were too much MVCC oriented.*

- *Orientation could be improved. At Augustana the new students were put into groups of about eight and that group did things together for the two days. One good thing was called Outdoor Education where the group did different activities together. Helpful in making friends right away. Also, present students ran the whole two days, and also led the 100 or so groups. You got their idea of the good and bad things of school. Being with students, being in the same boat, it becomes very easy to study more. The school and faculty are very helpful and the school does a lot to make you feel accepted.*

- *It should be emphasized that a transfer student should have a copy of his/her A.A. or A.S. degree mailed to the school. Eastern Illinois University claims they waited three months before MVCC mailed my copy. I feel that MVCC is a fine school and generally offers all that is necessary in a two-year college. I recommend it highly to others. I would just like to say that although I did have some difficulty in adjusting at a four-year institution, MVCC prepared me more than adequately.*

- *I spent two of the best years at MVCC and the friends I made with students and teachers will be life-long. I felt that I was well prepared in my major as I have received only two B's with all the rest of my recreation classes A's. I commend MVCC for two years of great educational experience and also for giving me the many friends I have. I only wished it was a four-year college.*

- *I feel that my experience at MVCC was beneficial in some respects, but deficient in others. I was not prepared in high school or at MVCC to compete in school at the junior college or senior college level. I never acquired the proper study habits to compete at a high level.*

- *I feel it would be advantageous to pre-medical and pre-dental students to have a counselor who is well-based in these areas, both in needed curriculum and in medical school application procedures, testing dates, admission percentage information, etc. Overall I was quite pleased with my educational experience at MVCC. I enjoyed the informal atmosphere, the many fine faculty members of the science department and the accessibility of the counselors and faculty for discussion. The competition factor was quite low, but I would imagine many students find this advantageous to learning. I plan to be starting medical school in the fall, and I feel MVCC has given me adequate preparation. Thank you.*

- *I never made a decision on which career I would follow until I was out of school. However, I feel I have gained by attending MVCC, if not the college experience, certainly the college credits. The educational and knowledge one attains is never wasted.*

- *I strongly urge that you prepare students fully on accredited classes as well as obtaining a minor. I was hurt by not enough information. Also, a complete listing of courses that would benefit students in reaching a minor that may be taken at MVCC. I am very happy that I attended MVCC, because of the personal development I obtained, and a beginning base I would suggest MVCC to any student who is out of high school and unsure of college.*

- *I feel more publication should be given to those MVCC classes which are scheduled only every other semester or year so a student can plan his schedule more efficiently.*

- *MVCC registration methods could be improved and more organized.*

- *MVCC does not go into enough depth in courses, therefore there is adjustments to make in the area of meeting scholastic standards and amount of preparation for class.*

MKB/st

Appendix A

MORAINE VALLEY COMMUNITY COLLEGE

Transfer Graduate Study
1977

A. EVALUATION OF MVCC

Listed below are a number of aspects of your MVCC educational experience. Evaluate each aspect by circling the appropriate letter before the item number. Use this key:

a = Excellent
b = Good
c = Fair
d = Poor
e = Not Applicable

a b c d e 1. Educational planning with counseling staff
a b c d e 2. Personal counseling with counselors
a b c d e 3. Career exploration with counselors
a b c d e 4. Clubs and organizations
a b c d e 5. Recreational activities
a b c d e 6. Special cultural events
a b c d e 7. Orientation program
a b c d e 8. Financial Aid services
a b c d e 9. Job Placement services
a b c d e 10. Career conferences
a b c d e 11. Registration process
a b c d e 12. Scheduling of classes
a b c d e 13. Variety of course offerings
a b c d e 14. Course content
a b c d e 15. Faculty quality
a b c d e 16. Faculty-staff availability
a b c d e 17. Bookstore services
a b c d e 18. College food services
a b c d e 19. Learning Laboratory
a b c d e 20. Library services
a b c d e 21. Study Skills Center
a b c d e 22. "Open classroom" concept
a b c d e 23. "Subdivision" concept
a b c d e 24. Business/Accounting Office services
a b c d e 25. Preventive Health Information Seminars
a b c d e 26. Safety and Security services
a b c d e 27. Counselor availability
a b c d e 28. Occupational information in the crossroads
a b c d e 29. Veteran services

B. EVALUATION OF INSTRUCTIONAL METHODS

Listed below are methods of instruction used at MVCC. By circling the appropriate letter, evaluate each instructional method according to your learning experiences. Use this key:

a = Highly Effective
b = Effective
c = Ineffective
d = Highly Ineffective
e = Not Experienced

a b c d e 30. Self-paced, Individualized Instruction
a b c d e 31. Team teaching
a b c d e 32. Dissemination (Lecture)
a b c d e 33. Seminar or discussion groups
a b c d e 34. Independent Study
a b c d e 35. Problem solving
a b c d e 36. Open laboratory
a b c d e 37. Conference approach
a b c d e 38. Laboratory
a b c d e 39. Workshop or studio experience
a b c d e 40. Self-paced
a b c d e 41. Audio-tutorial
a b c d e 42. Individual performance
a b c d e 43. Spontaneous writing
a b c d e 44. Simulation

C. MY PRESENT ACTIVITIES

45. Present Educational Status

a. Full-time student *(Skip to 47)*
b. Part-time student *(Skip to 47)*
c. Not enrolled in school

46. If you are not presently attending a 4-year college or university, please state the primary reason why: _____

_____

47. Present Employment Status

a. Working full-time
b. Working part-time
c. Unemployed but actively seeking a job
d. Unemployed, not actively seeking a job

D. MY EDUCATIONAL EXPERIENCE

48. My MVCC educational experience could have been more helpful if there was:

_____

_____

(Over, please)

COMPLETE THIS PAGE IF YOU ARE NOW ATTENDING OR HAVE ATTENDED A COLLEGE OTHER THAN MVCC

E. INFORMATION ABOUT YOUR PRESENT COLLEGE

Name of institution: _____

Based on a 4.00 grading scale (A = 4.00, B = 3.00, etc.), what is your grade-point-average at the college you now attend? _____

What is your current major? _____

What was your MVCC major? _____

F. TRANSFER OF MVCC CREDIT

Excluding developmental and career-oriented courses, what transfer course credits were rejected?

Course	Reason for Rejection

G. ADJUSTMENT PROBLEMS

Listed below are a number of areas associated with the difficulty of adjusting to a four-year college. Evaluate each aspect by circling the appropriate letter. Use this key:

a = Difficulty in Adjusting
b = Some Difficulty in Adjusting
c = No Difficulty in Adjusting

a b c 49. Meeting scholastic standards

a b c 50. Instructor-student relationship

a b c 51. Meeting student competition

a b c 52. Taking examinations

a b c 53. Obtaining counseling services

a b c 54. Relationship with other students

a b c 55. Amount of preparation for class

a b c 56. Financial responsibilities

a b c 57. Maintaining personal goals

a b c 58. Study habits

H. LIKES AND DISLIKES ABOUT MVCC AND YOUR TRANSFER SCHOOL

For questions 59-62 select a letter from the following list:

a. Study Skills Center
b. Grading system
c. Degree of student competition
d. Guidance and Counseling services
e. Instructor-student relationships
f. Relationship with other students
g. Facilities
h. Cost
i. Personal development
j. Extra curricular program
k. Other (specify): _____

_____

Liked Most

___ 59. About MVCC

___ 60. Transfer institution

Liked Least

___ 61. About MVCC

___ 62. Transfer institution

THANK YOU FOR YOUR COOPERATION.
PLEASE FEEL FREE TO MAKE ANY ADDITIONAL COMMENTS.

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 28 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES